

**Randolph Township Schools  
Randolph High School  
English III World Literature Curriculum**

*“Education is the most powerful weapon which you can use to change the world.”  
-Nelson Mandela*

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**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS  
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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**Introduction**

In English III, students will survey significant works from around the world and find thematic connections to modern day and to their own lives. Various genres – epic, novel, poetry, drama, short story – are explored and interpreted, both as unique works of art and in social, historical, and universal contexts. Thesis-control, personal-voice writing, and critical literary lens analysis receive careful attention. Students will refine vocabulary, grammar, usage, mechanics, and sentence structure skills. Students will have ample opportunities to express themselves and their understanding through unique mediums and evidence-based discussions. Students grow intellectually, socially, and emotionally as they consider universal themes, diverse cultures and perspectives, as well as common aspects of human existence. To achieve these goals, the course will be guided by the New Jersey Student Learning Standards and goals established by the Randolph Township Board of Education.

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Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>7 weeks</b>	<b>I</b>	<b>The Human Experience</b>
<b>7 weeks</b>	<b>II</b>	<b>The Nature of Conflict</b>
<b>7 weeks</b>	<b>III</b>	<b>Individual in Society</b>
<b>7 weeks</b>	<b>IV</b>	<b>Journey of the Self</b>
<b>8 weeks</b>	<b>V</b>	<b>Resiliency and the Human Spirit: Telling One's Own Story Through the College Essay</b>

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**Unit I: The Human Experience**

<b>TRANSFER:</b> Evaluate the perspectives of other cultures in order to gain insight into the didactic purpose of archetypes in literature and life.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh,</p>	Oral and written expression is part of the human response to emotion and experience.	<ul style="list-style-type: none"> <li>How do authors utilize literary and rhetorical elements to convey the didactic purpose?</li> </ul>
	Literary works reveal the values of a culture.	<ul style="list-style-type: none"> <li>What do archetypes, through their function in a literary work, reveal about universal experiences and the need to share stories?</li> </ul>
	Authors create symbols to reflect the cultural values, fears, and emotional state of their time.	<ul style="list-style-type: none"> <li>How do writers symbolize societal values and fears?</li> </ul>
	<p style="text-align: center;"><b><u>KNOWLEDGE</u></b> <b>Students will know:</b></p>	<p style="text-align: center;"><b><u>SKILLS</u></b> <b>Students will be able to:</b></p>
	The concept of an epic hero, epic conventions and techniques, and literary devices of archetypes all contribute to the greater significance and meaning of heroes as they are presented in text.	Apply the concepts of an epic hero and epic conventions to further understanding of the text.

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**Unit I: The Human Experience**

<p>engaging, or beautiful (e.g., Shakespeare as well as other authors).</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge), including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p>	<p>The elements present in stories that were translated to text influence the retelling and preservation of the literature of the time.</p> <p>The origins of English language, though largely Germanic, are augmented by Norse and Romantic languages to create a patchwork tongue whose grammar does not precisely match its linguistic roots.</p> <p>The discerning qualities between informational and literary texts require different close reading and interpretational skills such as bias vs. point of view.</p> <p>Effective technique and purposeful diction are crucial in conveying a writer’s intent.</p> <p>Thesis statements must include TAG (title, author, genre), analytical verb, vehicle, and assertion.</p>	<p>Analyze variations in translations and justify the influences in the text.</p> <p>Analyze the origins of the English language.</p> <p>Read critically and annotate both informational and literary text using New Historicism/ Cultural Studies, Post-Colonial, Formalist, Critical Race, Structuralism and Semiotics, and Reader-Response Criticism Lenses.</p> <p>Create an original elegy/ode poem by using figurative language.</p> <p>Construct a thesis statement with a strong analytical assertion.</p>
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<p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>	<p>The formulation and structure of an analytical essay includes an introduction, strong argument, analytical body paragraphs with textual evidence, and a conclusion.</p> <p>All sentences contain building blocks of meaning such as subjects, verbs, prepositions, articles, adjectives, and/or adverbs.</p> <p>Semicolons, colons, and commas are used to separate two independent clauses or items in a list. Writers use semicolons, colons, and commas to observe the rules of grammar and link ideas.</p> <p>In Standard Formal English, all subjects in a sentence must agree with the corresponding verb.</p>	<p>Organize ideas and engage in the writing process to successfully craft a thorough, fluid analysis driven by a thesis statement.</p> <p>Write a one-page analytical commentary that examines the influence and power of language.</p> <p>Explain the function of each part in a sentence and observe when this structure may vary in other contexts or cultures.</p> <p>Manipulate language and defy and/or challenge the rules of prescriptive grammar according to the purpose of the work.</p>
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<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>A sentence’s structure can be classified as simple, compound, complex, and compound-complex, and each of these are used for authorial purpose.</p> <p>In an academic text, active voice is preferred over passive to enhance comprehension and credibility.</p> <p><b>VOCABULARY:</b> archetype, kenning, caesura, alliteration, medias res, assonance, epic hero, epic conventions, scop, syntax, sentence structures, direct and indirect characterization, irony, satire, internal and external conflict.</p> <p><b>KEY TERMS:</b> language, analyze, annotate, thesis statement, close read, commentary, synthesis, writing process, body paragraphs, introduction, conclusion, essay, textual evidence, claims, oral art, background knowledge, New Historicism/Cultural Studies Lens, Post-Colonial Lens, Formalist Lens, Critical Race Theory, Structuralism and Semiotics Lens, Reader Response Lens.</p>	<p>Analyze the structure of an author’s sentences, as well as the student’s own; determine how this enhances the meaning of the work.</p> <p>Manipulate the voice within a sentence to increase clarity and add stronger impact to the piece.</p>
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<p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content,</p>		
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**Unit I: The Human Experience**

choosing flexibly from a range of strategies.		
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
<b>ASSESSMENT EVIDENCE: Students will show their learning by:</b> <ul style="list-style-type: none"> <li>• Writing an elegy/ode poem on the nuances of a word's meanings so that it represents the student's sense of self.</li> <li>• Completing a one-page in-class analytical writing (commentary) on the importance of word choice, language development, and the power of words.</li> </ul> <b>KEY LEARNING EVENTS AND INSTRUCTION:</b> <ul style="list-style-type: none"> <li>• Individual conferences with teacher based on the one-page writing on word choice.</li> <li>• Participate in peer and self-review of their writing based on modeling; focus corrections and a thesis statement workshop.</li> <li>• Introduce and discuss the concept of commentary and provide examples.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>7 weeks</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Required: <ul style="list-style-type: none"> <li>• <i>Beloved</i> by Toni Morrison</li> </ul> Optional: <ul style="list-style-type: none"> <li>• <i>Poems for the Hazara: A Multilingual Poetry Anthology and Collaborative Poetry by 125 Poets from 68 Countries</i></li> <li>• <i>Love Medicine</i> by Louise Erdrich</li> <li>• <i>Crossover</i> by Kwame Alexander</li> <li>• <i>Woman Hollering Creek</i> by Sandra Cisneros</li> </ul>	

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	<ul style="list-style-type: none"><li>• <i>Beauty is a verb: the new poetry of disability</i> edited by Jennifer Bartlett, Sheila Black, and Michael Northern</li><li>• “Search for My Tongue” by Sujata Bhatt</li><li>• <i>The Red Pencil</i> by Andrea Davis Pinkney</li><li>• Excerpts from <i>The Epic of Beowulf</i></li><li>• TED Talks</li><li>• Non-fiction journal articles connected to topics</li><li>• Photojournalism</li><li>• Podcasts</li></ul>
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**Unit II: The Nature of Conflict**

<b>TRANSFER:</b> By analyzing the dynamics of opposing forces, students will be able to critique the nature of conflict and interpret the human experience.		
<b>STANDARDS / GOALS:</b> RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	The change in values of a hero is defined by their evolving culture.	<ul style="list-style-type: none"> <li>How do the changing values of a hero reflect the changing values in society?</li> </ul>
	Morality exists on a shifting and changing spectrum that depends on circumstances, belief systems, and world views.	<ul style="list-style-type: none"> <li>How can an individual's ambitions and abuse of power affect decisions and morality?</li> </ul>
	Conflict between ambition and virtue affects one's decisions.	<ul style="list-style-type: none"> <li>How is literary ambiguity an effective tool in analyzing conflict of character?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
	The history of tragedy affected the writing and understanding of all tragedies.  Scottish, Elizabethan, and Jacobean history, Great Chain of Being, and Divine Right of Kings contribute to the very beginnings of the democratic ideal.	Identify and distinguish between the different types of tragedy.  Justify a writer's use of each type of tragedy.

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**Unit II: The Nature of Conflict**

<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above).</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Literary techniques contribute to the meaning and significance of all texts, regardless of culture or time period.</p> <p>Shakespearean language conventions, influence, and legacy affect modern language and literature</p>	<p>Read critically; identify and analyze an author’s use of literary techniques in his or her writing.</p> <p>Evaluate point of view and participate in partner and small group conversations analyzing and dramatizing the text.</p> <p>Trace the development of the English language from Old to Modern English.</p> <p>Apply knowledge of language to understand how language functions in different contexts by using Psychoanalytic, Formalist, Feminist, Moral Criticism/ Dramatic Construction, Marxist Lenses.</p> <p>Compare and contrast interpretations of the play and evaluate.</p>
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<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p>	<p>All sentences contain building blocks of meaning such as subjects, verbs, prepositions, articles, adjectives, and/or adverbs.</p> <p>Semicolons, colons and commas are used to separate two independent clauses or items in a list.</p> <p>In Standard Formal English, all subjects in a sentence must agree with the corresponding verb.</p> <p>A sentence’s structure can be classified as simple, compound, complex, and compound-complex, and each of these are used for authorial purpose.</p> <p>In an academic text, active voice is preferred over passive voice to enhance comprehension and credibility.</p>	<p>Explain the function of each part in a sentence and observe when this structure may vary in other contexts or cultures.</p> <p>Manipulate language and defy and/or challenge the rules of prescriptive grammar according to the purpose of the work.</p> <p>Analyze the structure of an author’s sentences, as well as the student’s own, and determine how this enhances the meaning of the work.</p> <p>Manipulate the voice within a sentence to increase clarity and add stronger impact to the piece.</p>
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**Unit II: The Nature of Conflict**

	<p><b>VOCABULARY:</b> critical reading, viewing, justify, compare and contrast, point of view, conflict, literary technique, analytical paragraph, ambition, morality, Psychoanalytic Lens, Formalist Lens, Feminist Lens, Moral Criticism/ Dramatic Construction Lens, Marxist Lens.</p> <p><b>KEY TERMS:</b> motif, paradox, literary ambiguity, equivocation, iambic pentameter, blank verse, prose, soliloquy, aside, dramatic irony, history of tragedy; Senecan, Aristotelian, and Elizabethan tragedies; tragic hero, tragic flaw, fate and free will, Great Chain of Being, divine right of kings.</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Critically reading and annotating a passage from a chosen, studied text.</li> <li>• Creating an analytical paragraph response connecting literary technique to a theme in the work.</li> <li>• Crafting an in-class two-page analytical writing on the nature of conflict in a text studied.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Work in small groups to identify and analyze how an individual's ambitions and abuse of power can ultimately affect morality.</li> <li>• Engage in collaborative reading strategies to increase both their understanding of the text and enhance their reading and annotation skills.</li> <li>• Formal written reflection of the analytical paragraph in student journal, notes.</li> </ul>		

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**Unit II: The Nature of Conflict**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>7 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Required:</p> <ul style="list-style-type: none"><li>• <i>Staying Alive: Real Poems for Unreal Times</i></li></ul> <p>Optional:</p> <ul style="list-style-type: none"><li>• <i>One of Us is Lying</i> by Karen McManus</li><li>• <i>Say You're One of Them</i> by Uwem Akpan</li><li>• <i>The Tragedy of Macbeth</i> by William Shakespeare</li><li>• TED Talks</li><li>• Non-fiction journal articles connected to topics</li><li>• Photojournalism</li><li>• Podcasts</li></ul>

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**Unit III: Individual in Society**

<b>TRANSFER:</b> By evaluating and analyzing the efficacy of the devices used by satirists, students will be able to engage in intellectual thought through open discussion for social change, thus becoming more informed about their rights as global citizens.		
<b>STANDARDS / GOALS: STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	Dystopian literature sheds light on the nature and loss of human dignity.	<ul style="list-style-type: none"> <li>What is the importance of human dignity, memory, and history?</li> </ul>
	Personal identity develops as both a reflection of and in conflict with society.	<ul style="list-style-type: none"> <li>Why would society stifle an individual's identity?</li> </ul>
	The creation of language can be used to present new opportunities for identity formation and, conversely, the destruction of language can be used to restrict thought and rebellion.	<ul style="list-style-type: none"> <li>What is the significance of language in the production of values, potential for conformity, and formation of identity?</li> </ul>
	Satire is a form of writing that uses wit and humor to expose and ridicule human vice and folly.	<ul style="list-style-type: none"> <li>How can the use of satire open avenues for discussion and social change?</li> </ul>

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<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,</p>	<p style="text-align: center;"><b><u>KNOWLEDGE</u></b> <b>Students will know:</b></p>	<p style="text-align: center;"><b>SKILLS</b> <b>Students will be able to:</b></p>
	<p>The historical, social and political background of the eighteenth to twentieth centuries, Juvenalian and Horatian satire, literary devices, and types of satire contribute to the meaning and significance of literary work.</p> <p>Different literary forms of personal expression (political angst through satire, diary, journal, essay, and pamphlet form) allow readers to explore a plethora of emotional outlets through writing.</p> <p>An effective satirical piece addresses social, political, and economic issues.</p>	<p>Critique the satirical elements of literature to understand the social and political issues.</p> <p>Understand how satire contributes to the implications of the text</p> <p>Evaluate how these issues can be criticized through the mentor texts from the 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> century.</p> <p>Appraise various forms of personal expression to identify ways to continuously develop a writer's voice.</p> <p>Judge the effectiveness of the satire to signify the issues represented.</p>

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<p>quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade</p>	<p>The art of satire requires the formulation of an effective argument, both written and communicated successfully</p> <p>Digital research skills and literacy are crucial to becoming an informed citizen in our modern world.</p> <p>The history, effects, and modern examples of totalitarianism, propaganda, paradox, imagery, and irony add to the significance of the social-historical periods and their effect on literature.</p> <p>Psychoanalytical, Marxist, New Historicism/ Cultural Studies, Moral Criticism, and Gender Studies create lenses for readers to make judgments about information, validity, and historical and literary significance of dystopian works.</p>	<p>Compare and contrast satirical pieces with a current world issue.</p> <p>Employ satirical devices and tone to develop writers' voice in an original satire.</p> <p>Research current issues and problems of modern day.</p> <p>Annotate an author's writer's craft by assessing his use of paradox, imagery, and irony.</p> <p>Apply Psychoanalytical, Marxist, New Historicism/ Cultural Studies, Moral Criticism, and Gender Studies Lenses to their understanding of a text.</p>
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<p>level text-complexity or above with scaffolding as needed.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to</p>	<p>Questioning techniques such as open ended, higher order, and probing questions are crucial in unpacking and recognizing nuances in text.</p> <p>The use and research of various digital and internet sources help to evaluate and synthesize appropriate information.</p> <p>All sentences contain building blocks of meaning such as subjects, verbs, prepositions, articles, adjectives, and/or adverbs.</p> <p>Semicolons, colons and commas are used to separate two independent clauses or items in a list.</p>	<p>Describe the importance of language and preservation of language as it relates to our modern forms of communication such as texting, twitter, etc.</p> <p>Create Socratic seminar questions and participate in discussions on information technology, surveillance technology, source credibility and literature.</p> <p>Write a synthesis essay that requires original thought supported by information from supplemental sources and one of the concepts from the graphic novel <i>Maus I</i>.</p> <p>Explain the function of each part in a sentence and observe when this structure may vary in other contexts or cultures.</p> <p>Manipulate language and defy and/or challenge the rules of prescriptive grammar according to the purpose of the work.</p>
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<p>maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to</p>	<p>In Standard Formal English, all subjects in a sentence must agree with the corresponding verb.</p> <p>A sentence's structure can be classified as simple, compound, complex, and compound-complex, and each of these are used for authorial purpose.</p> <p>In an academic text, active voice is preferred over passive to enhance comprehension and credibility.</p> <p><b>VOCABULARY:</b> speaking, listening, social and political issues, writer's voice, writer's craft, synthesis, credibility, critique, supplemental sources, Socratic seminar, Psychoanalytical Lens, Marxist Lens, New Historicism/ Cultural Studies Lens, Moral Criticism Lens, and Gender Studies Lens</p> <p><b>KEY TERMS:</b> parody, mockery, inversion, understatement, overstatement, pathos, sarcasm, irony, Juvenalian,</p>	<p>Analyze the structure of an author's sentences, as well as the student's own, and determine how this enhances the meaning of the work.</p> <p>Manipulate the voice within a sentence to increase clarity and add stronger impact to the piece.</p> <p>Manipulate the voice within a sentence to increase clarity and add stronger impact to the piece.</p>
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<p>enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>T.8.1.8.D.4. Assess the credibility and accuracy of digital content.</p>	<p>Horatian, Burlesque satire, dystopian, elements of satire, paradox, point of view, totalitarianism, doublethink, Newspeak, surveillance technology, propaganda, psychological manipulation, conformity.</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Participating in a mini fishbowl speaking and listening assessment.</li> <li>• Completing a three to four-page synthesis writing on poetry, podcast, or other work with <i>Maus I</i>, analyzing the use of satire.</li> <li>• Presenting information and findings from multimedia sources within the format of a synthesis Socratic Seminar</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the efficacy of modern-day forms of satire (video, media, articles, and political cartoons) in small and whole group discussions.</li> <li>• Reflect on mini-fishbowl performance by self-critiquing one's analytical skills, articulation of ideas, and thoughtful responses that add to the understanding of others.</li> </ul>		



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<b>SUGGESTED TIME ALLOTMENT</b>	<b>7 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Required:</p> <ul style="list-style-type: none"><li>• <i>Maus I</i> by Art Spiegelman</li></ul> <p>Optional:</p> <ul style="list-style-type: none"><li>• <i>Will Work for Peace: New Political Poems</i></li><li>• <i>Jenny and the Jaws of Life: Short Stories</i> by David Sedaris</li><li>• <i>Brave New World</i> by Aldous Huxley</li><li>• <i>1984</i> by George Orwell</li><li>• <i>A Walk in the Woods: Rediscovering America on the Appalachian Trail</i> by Bill Bryson</li><li>• <i>The House of the Spirits</i> by Isabel Allende</li><li>• <i>Modest Proposal</i> by Jonathan Swift</li><li>• <i>Nineteen Eighty-Four</i> by George Orwell</li><li>• TED Talks</li><li>• Non-fiction journal articles connected to topics</li><li>• Photojournalism</li><li>• Podcasts</li></ul>

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**Unit IV: Journey of Self**

<b>TRANSFER:</b> Examine and analyze how different societal norms can affect an individual identity and influence his/her/ their role in modern society		
<b>STANDARDS / GOALS:</b> RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (e.g., Shakespeare as well as other authors).  RL. 11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Poetry and prose are used as a vehicle to express both personal and societal values.	<ul style="list-style-type: none"> <li>How does the difference between poetry and prose affect the construction of meaning?</li> </ul>
	Poetry encompasses aspects of human nature and the influence of the environment on humanity.	<ul style="list-style-type: none"> <li>How has poetry evolved over time?</li> </ul>
	Artists and writers, including poets, reflect and influence change in literature, culture, and history.	<ul style="list-style-type: none"> <li>What is the importance of voice in poetry and prose?</li> </ul>

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<p>text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p style="text-align: center;"><b><u>KNOWLEDGE</u></b>  <b>Students will know:</b></p> <p>The historical, personal, social and political background of the writer is influential in analyzing a work.</p> <p>Literary techniques and poetic devices contribute to the meaning and significance of literary works.</p> <p>Poetic language conventions, diction, influence, and legacy affect modern language and literature.</p>	<p style="text-align: center;"><b>SKILLS</b>  <b>Students will be able to:</b></p> <p>Analyze the life experiences of the writers and how they influenced the creation of the poetry.</p> <p>Read critically and analyze the poetry and novel of the unit by using Ecocriticism, Formalist, Reader-Response, Feminist, Marxist, and/or Psychoanalytic Lenses.</p> <p>Evaluate the use of literary techniques in each text.</p> <p>Creatively write and present poetry by imitating forms and conventions of the poet.</p> <p>Argue which diction choices best reflect a writer's purpose and voice.</p>
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<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>The social, political, philosophical, psychological, and historical influences of the time period are reflected in the changing voice and style of poetry.</p> <p>Romantic reverence for nature, especially its effect on the poets and human nature, mirror 20th century individualist thought.</p> <p>The thematic roots exemplified in the novel <i>Frankenstein</i> such as responsibility, blindness/sight, abandonment, role of science, fear of the unknown, revenge, and doppelganger exemplify the changing role of the genre.</p> <p>All sentences contain building blocks of meaning such as subjects, verbs, prepositions, articles, adjectives, and/or adverbs.</p>	<p>Research and evaluate the influences that affected the Romantic vs. Contemporary writers.</p> <p>Integrate and judge the writers’ use of nature as a vehicle for shaping meaning and text.</p> <p>Write creatively and express individuality.</p> <p>Discuss how one can ultimately connect literature, discovery, impact, and the legacy of <i>Frankenstein</i> as it relates to human nature.</p> <p>Explain the function of each part in a sentence and observe when this structure may vary in other contexts or cultures.</p>
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<p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Semicolons, colons and commas are used to separate two independent clauses or items in a list.</p> <p>In Standard Formal English, all subjects in a sentence must agree with the corresponding verb.</p> <p>A sentence's structure can be classified as simple, compound, complex, and compound-complex, and each of these are used for authorial purpose.</p> <p>In an academic text, active voice is preferred over passive to enhance comprehension and credibility.</p> <p><b>VOCABULARY:</b> writing, conventions, poetry, author's purpose, integrate, vehicle, human nature, individuality, Ecocriticism Lens, Formalist Lens, Reader-Response Lens, Feminist Lens, Marxist Lens, Psychoanalytic Lens.</p>	<p>Manipulate language and defy and/or challenge the rules of prescriptive grammar according to the purpose of the work.</p> <p>Analyze the structure of an author's sentences, as well as the student's own, and determine how this enhances the meaning of the work.</p> <p>Manipulate the voice within a sentence to increase clarity and add stronger impact to the piece.</p> <p>Manipulate the voice within a sentence to increase clarity and add stronger impact to the piece.</p>
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	<b>KEY TERMS:</b> frame story, rhythm and rhyme, imagery, tabula rasa, voice, first-person point of view, mood, symbol, synecdoche, metonymy, pathetic fallacy, diction, speaker, Romanticism, Gothicism, the five I's	
<b>ASSESSMENT EVIDENCE: Students will show their learning by:</b> <ul style="list-style-type: none"> <li>• Creating a Found Poem connecting the major ideas/perspectives of the text.</li> <li>• Critically reading and annotating text to include literary criticism, analysis, questioning, and reader response.</li> <li>• Complete an in-class essay synthesizing a critical perspective and the work</li> </ul> <b>KEY LEARNING EVENTS AND INSTRUCTION:</b> <ul style="list-style-type: none"> <li>• Journaling analytically and personally by responding to themes from the novel <i>Frankenstein</i> and elements of Romanticism.</li> <li>• Charting and analyzing how allusions contribute to the greater meaning of the text.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>7 weeks</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Required: <ul style="list-style-type: none"> <li>• Excerpts from <i>Frankenstein</i> or <i>The Modern Prometheus</i> by Mary Shelley</li> <li>• <i>The Greek Myth of Prometheus</i></li> </ul> Optional: <ul style="list-style-type: none"> <li>• <i>The Poem is You: 60 Contemporary American Poems and How to Read Them</i></li> <li>• <i>Acceptance</i> by Susan Coll</li> <li>• Poems by Rainer Marie Rilke</li> <li>• <i>The Rime of the Ancient Mariner</i> by Samuel Taylor Coleridge</li> </ul>	

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	<ul style="list-style-type: none"><li>• Excerpts from <i>Paradise Lost</i> by John Milton</li><li>• Poems by Derek Walcott</li><li>• <i>The Alchemist</i> by Paulo Coelho</li><li>• <i>For Colored Girls Who Have Considered Suicide/ When the Rainbow is Enuf</i> by Ntozake Shange</li><li>• TED Talks</li><li>• Non-fiction journal articles connected to topics</li><li>• Photojournalism</li><li>• Podcasts</li></ul>
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**Unit V: Resiliency and the Human Spirit: Telling One's Own Story Through the College Essay**

<b>TRANSFER:</b> Gain a greater understanding of the human experience and the importance of the individual in an increasingly complex world by evaluating and synthesizing the philosophies of both writers and influential figures.		
<b>STANDARDS / GOALS:</b>  RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth, nineteenth- and early twentieth-century foundational works of literature, including how two or more	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Authors craft and develop voice by analyzing personal and societal experiences and then developing representations of these experiences through text.	<ul style="list-style-type: none"> <li>How does an author craft and develop voice?</li> </ul>
	The historical upheaval and philosophical changes of an era greatly affect writers' views on humanity and the human condition.	<ul style="list-style-type: none"> <li>In what ways have historical and philosophical changes influenced humanity and the human condition?</li> </ul>
	An individual's personal and political rebellion against injustice exemplifies one's sense of perseverance.  Self-reflection allows people to make sense of their lives, which in turn facilitates the narrative writing process.	<ul style="list-style-type: none"> <li>How can the struggle between the individual and society unearth resiliency?</li> <li>How does personal reflection lead to the self-discovery necessary to write a narrative?</li> </ul>



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<p>texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p style="text-align: center;"><b><u>KNOWLEDGE</u></b> <b>Students will know:</b></p> <p>Social criticism and writer's purpose highlight societal ills and injustices.</p> <p>Literary techniques such as irony, symbolism, tone, setting, atmosphere, point of view, voice, stream of consciousness, and elements of a short story/ novel add to the Formalist understanding of literary works.</p> <p>The major historical movements are connected to the literature, and informational texts are essential tools in learning.</p> <p>Elements of a discussion include posing and responding to questions, considering diverse perspectives, synthesizing information, adding to claims, and integrating multiple sources.</p>	<p style="text-align: center;"><b>SKILLS</b> <b>Students will be able to:</b></p> <p>Interpret how the novel form reflects social ills and norms.</p> <p>Evaluate the effectiveness of the literary techniques used by the author as tools of criticism.</p> <p>Conclude how certain techniques purposely used by authors add greater meaning to a work.</p> <p>Evaluate informational texts by actively reading and annotating.</p> <p>Categorize knowledge from previous units and compare them to the current unit.</p>
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<p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Resiliency manifests in multiple forms according to one's individual experiences and conflicts.</p> <p>The speaker's point of view can enhance the understanding of the work.</p> <p>The stylistic techniques that enhance a personal narrative include literary devices which replicate authentic voice.</p> <p>Personal narrative and written expression reflect growth and identity.</p>	<p>Discriminate the differences between the use of literary lenses and how they influence the interpretation of the works- include Critical Race, Post-Modernist, Critical Disability, Feminist, Gender Studies and Queer Theory, Formalist, Psychoanalytic, Ecocriticism, and Marxist lenses.</p> <p>Synthesize one of the main ideas from the novel <i>Wide Sargasso Sea</i> and connect to the concept of resiliency within a choice read in the form of an essay.</p> <p>Identify a speaker's point of view from multiple studied mentor texts in this unit; determine how one's own point of view shapes the message of a <b>college essay</b>.</p> <p>Acquire and accurately use vocabulary and mechanics that mirror authentic voice in the creation of a <b>college essay</b>.</p> <p>Write a <b>college essay</b> in response to one of the Common Application prompts that represents personal growth and identity.</p>
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	<p>All sentences contain building blocks of meaning such as subjects, verbs, prepositions, articles, adjectives, and/or adverbs.</p> <p>Semicolons, colons and commas are used to separate two independent clauses or items in a list.</p> <p>In Standard Formal English, all subjects in a sentence must agree with the corresponding verb.</p> <p>A sentence's structure can be classified as simple, compound, complex, and compound-complex, and each of these are used for authorial purpose.</p> <p>In an academic work, active voice is preferred over passive to enhance comprehension and credibility.</p>	<p>Explain the function of each part in a sentence and observe when this structure may vary in other contexts or cultures.</p> <p>Manipulate language and defy and/or challenge the rules of prescriptive grammar according to the purpose of the work.</p> <p>Analyze the structure of an author's sentences, as well as the student's own, and determine how this enhances the meaning of the work.</p> <p>Manipulate the voice within a sentence to increase clarity and add stronger impact to the piece.</p> <p>Manipulate the voice within a sentence to increase clarity and add stronger impact to the piece.</p>
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	<p><b>VOCABULARY:</b> prompts, personal growth, identity, resiliency, social ills, social norms, tools, injustice, criticism, Critical Race Theory, Post-Modernist Lens, Critical Disability Lens, Feminist Lens, Gender Studies and Queer Theory, Formalist Lens, Psychoanalytic Lens, Ecocriticism Lens, and Marxist Lens</p> <p><b>KEY TERMS:</b> stream of consciousness, genre, point of view, voice, ambiguity, unreliable narrator, literary and poetic devices, modernism, post-modernism</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Writing the first draft of the College Application Essay by following the guidelines of the Common College Application.</li> <li>• Complete a synthesis in-class writing on choice novel and <i>Wide Sargasso Sea</i>.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Review student portfolio of work throughout the year and reflect on individual growth as reader and writer.</li> <li>• Students may elect to use class time for literature circles, reading and annotating, creating presentations, and/or researching and collaborating with a partner or group</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>8 weeks</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Required:</p> <ul style="list-style-type: none"> <li>• <i>Wide Sargasso Sea</i> by Jane Rhys</li> </ul>	

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	<p>Student Choice:</p> <ul style="list-style-type: none"><li>• <i>She is Fierce: Brave, Bold and Beautiful Poems by Women</i></li><li>• <i>Educated</i> by Tara Westover</li><li>• <i>The Sun Does Shine: How I Found Life and Freedom on Death Row</i> by Anthony Ray Hinton</li><li>• <i>I Am Malala</i> by Malala Yousafzai</li><li>• <i>The 57 Bus: A True Story of Two Teenagers and the Crime that Changed their Lives</i> by Dashka Slater</li><li>• <i>Little Bee</i> by Chris Cleave</li><li>• <i>The Poet X</i> by Elizabeth Acevedo</li><li>• <i>Room</i> by Emma Donoghue</li><li>• <i>Funny Boy</i> by Shyam Selvadurai</li><li>• <i>El Deafo</i> by Cece Bell</li></ul> <p>Optional:</p> <ul style="list-style-type: none"><li>• TED Talks</li><li>• Non-fiction journal articles connected to topics</li><li>• Photojournalism</li><li>• Podcasts</li></ul>
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**APPENDIX A**

English III World Literature

Unit	Title	Origin & Cultures Represented	Literary Period	Author Gender
Unit 1: The Human Experience	<i>Poems for the Hazara: A Multilingual Poetry Anthology and Collaborative Poetry</i> by 125 Poets from 68 Countries	68 Countries represented by 125 poets	2014-Contemporary	Male and Female
Unit 1: The Human Experience	<i>Beloved</i> by Toni Morrison	America	1987-Contemporary	Female
Unit 1: The Human Experience	<i>Crossover</i> by Kwame Alexander	America Africa	2018-Contemporary	Male
Unit 1: The Human Experience	<i>The Red Pencil</i> by Andrea Davis Pinkney	Africa America	2018-Contemporary	Female
Unit 1: The Human Experience	<i>Love Medicine</i> by Louise Erdrich	Native American	2016-Contemporary	Female
Unit 1: The Human Experience	<i>Woman Hollering Creek</i> by Sandra Cisneros	South America	1994-Contemporary	Female
Unit 1: The Human Experience	<i>Beauty is a verb: the new poetry of disability</i> edited by Jennifer Bartlett, Sheila Black, and Michael Northern	Multiple Cultures	2011-Contemporary	Male and Female

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Unit 1: The Human Experience	<i>Search for My Tongue</i> by Sujata Bhatt	India	1914- Modern	Female
Unit 1: The Human Experience	<i>Beowulf</i>	Britain	8 <sup>th</sup> -11 <sup>th</sup> Century- Anglo Saxon	N/A
Unit 2: The Nature of Conflict	<i>One of Us is Lying</i> by Karen McManus	America	2017- Contemporary	Female
Unit 2: The Nature of Conflict	<i>Staying Alive: Real Poems for Unreal Times</i>	50 Countries represented by over 500 poets and poems	2003- Contemporary	Male and Female
Unit 2: The Nature of Conflict	<i>Say You're One of Them</i> by Uwem Akpan	Nigeria	2009- Contemporary	Male
Unit 2: The Nature of Conflict	<i>Macbeth</i> by William Shakespeare	Britain	1606- The Renaissance	Male
Unit 3: Individual in Society	<i>Will Work for Peace: New Political Poems</i>	144 Poets from over 60 countries	1999- Contemporary	Male and Female
Unit 3: Individual in Society	<i>Jenny and the Jaws of Life: Short Stories</i> by David Sedaris	America	2002- Contemporary	Male
Unit 3: Individual in Society	<i>1984</i> by George Orwell	Britain	1948- Modern	Male
Unit 3: Individual in Society	<i>Brave New World</i> by Aldous Huxley	Britain	1932- Modern	Male

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Unit 3: Individual in Society	<i>Modest Proposal</i> by Jonathan Swift	Ireland	1729- The Enlightenment	Male
Unit 3: Individual in Society	<i>A Walk in the Woods: Rediscovering America on the Appalachian Trail</i> by Bill Bryson	America	2010- Contemporary	Male
Unit 3: Individual in Society	<i>The House of the Spirits</i> by Isabel Allende	Peru Chile	1982- Contemporary	Female
Unit 3: Individual in Society	<i>Maus I</i> by Art Spiegelman  *Graphic Novel	Germany United States	1986- Contemporary	Male
Unit 4: Journey of the Self	<i>The Poem is You: 60 Contemporary American Poems and How to Read Them</i>	58 poets from around the world	2016- Contemporary	Male and Female
Unit 4: Journey of the Self	<i>Frankenstein</i> by Mary Shelly	Britain	1823- Romanticism	Female
Unit 4: Journey of the Self	<i>The Greek Myth of Prometheus</i>	Greece	Mythology	N/A
Unit 4: Journey of the Self	<i>The Rime of the Ancient Mariner</i> by Samuel Taylor Coleridge	Britain	1834- Romanticism	Male
Unit 4: Journey of the Self	Excerpts from <i>Paradise Lost</i> by John Milton	Britain	1667- The Renaissance	Male



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Unit 4: Journey of the Self	<i>For Colored Girls Who Have Considered Suicide/ When the Rainbow is Enuf</i> by Ntozake Shange	Africa	1973- Contemporary	Female
Unit 4: Journey of the Self	Poems by Derek Walcott	St. Lucia	1930- Modern	Male
Unit 4: Journey of the Self	Rainer Maria Rilke	Germany	1900- Realism	Male
Unit 4: Journey of the Self	<i>Acceptance</i> by Susan Coll	United States	2018- Contemporary	Female
Unit 4: Journey of the Self	<i>The Alchemist</i> by Paulo Coelho	Brazil	2014- Contemporary	Male
Unit 5: Resiliency and the Human Spirit	<i>She is Fierce: Brave, Bold and Beautiful Poems by Women</i>	150 poems from around the world	2018- Contemporary	Female
Unit 5: Resiliency and the Human Spirit	<i>El Deafo</i> by Cece Bell	America	2014- Contemporary	Female
Unit 5: Resiliency and the	<i>Educated</i> by Tara Westover	America	2018- Contemporary	Female

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Human Spirit				
Unit 5: Resiliency and the Human Spirit	<i>The Sun Does Shine: How I Found Life and Freedom on Death Row</i> by Anthony Ray	America	2019- Contemporary	Male
Unit 5: Resiliency and the Human Spirit	<i>I Am Malala</i> by Malala Yousafzai	Pakistan	2015- Contemporary	Female
Unit 5: Resiliency and the Human Spirit	<i>The 57 Bus: A True Story of Two Teenagers and the Crime that Changed their Lives</i> by Dashka Slater	United States	2017- Contemporary	Female
Unit 5: Resiliency and the Human Spirit	<i>The Poet X</i> by Elizabeth Acevedo	The Dominican Republic	2018- Contemporary	Female
Unit 5: Resiliency and the Human Spirit	<i>Funny Boy</i> by Shyam Selvadurai	Canada Sri Lanka	1994- Contemporary	Male
Unit 5: Resiliency and the Human Spirit	<i>Little Bee</i> by Chris Cleave	Britain America	2010- Contemporary	Male

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Unit 5: Resiliency and the Human Spirit	<i>Room</i> by Emma Donoghue	Ireland Canada America	2010- Contemporary	Female
Unit 5: Resiliency and the Human Spirit	<i>Wide Sargasso Sea</i> by Jean Rhys	Dominican Republic Britain	1966- Contemporary	Female

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English III Writing Rubric  
Thesis Statement \_\_\_\_ / 10 points

	<b>(0-5-6) Limited</b>	<b>(7) Developing</b>	<b>(8) Effective</b>	<b>(9-10) Exemplary</b>
<b>Thesis</b>	Obvious statement/ argument missing/ summary	Attempt at argument, unclear or ambiguous argument	Clearly articulated analytical argument	Specific and strong clearly articulated analytical argument

Body Paragraphs \_\_\_\_ / 90 points

	<b>(50-54-62) Limited</b>	<b>(63-71) Developing</b>	<b>(72-80) Effective</b>	<b>(81-90) Exemplary</b>
<b>Transitional Phrases</b>  <b>Cohesion</b>	No transitional phrases. Essay does not follow logical sequence of ideas.	Simplistic, cookie-cutter transitions used to connect previous idea to next. Attempts to enhance cohesion.	Articulate transitional phrases created to connect previous idea to next. Essay follows logical order of ideas.	Sophisticated transitional phrases are created to connect previous idea to next. Seamless cohesion throughout essay.
<b>Topic Sentence</b>	Sentence is a summary/ unclear or ambiguous sentence.	Refers back to the thesis and attempts to state the focus of the paragraph.	Refers back to the thesis and states the focus of analysis within the paragraph.	Refers directly back to the thesis and clearly states the focus of the paragraph.
<b>Quotation Integration</b>	Insufficient use of quotations/ quotations are dropped into paragraph.	Quotations are introduced with signal phrases.	Attempts to integrate quotations within text and not with signal phrases.	Quotations are integrated seamlessly.

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<b>Analysis/ Synthesis</b>  <b>Content</b>	Analysis/ synthesis is missing and/ or paragraph includes mostly summary of topic/ or inaccurate portrayal of topic and/or research.	Analysis/ synthesis is inconsistent and may be redundant.  Attempts to analyze and make connections.	Analysis/ synthesis to prove your argument by integrating all aspects of the prompt and research.	In-depth analysis/ seamless synthesis to prove your argument. Vehicle is used to prove a strong argument. All aspects of prompt are cohesively integrated to prove argument.
<b>Grammar &amp; Mechanics</b>	Pattern of errors that interferes with meaning.	Pattern of errors that may obscure meaning.	Effective use of grammar and mechanics with some errors.	Strong command of grammar and mechanics with no errors that interfere with meaning.
<b>Citations/ Research</b> <b>(as applicable)</b>	Multiple citation errors/none or few reliable sources used.	Multiple citation errors/some reliable sources used.	A few citation errors/multiple reliable sources used.	No citation errors/ all reliable sources are integrated well into the essay.

**NOTE: If the essay is severely off topic or does not address any aspects of the prompt the student will receive a 0 and have the opportunity to re write the essay after an individual conference. Ultimately, the average of the two grades will be given.**

**Total Score \_\_\_\_\_ / 100 = \_\_\_\_\_ %**

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**Focus Correction Sheet**

Name of Writing Piece	Thesis Statement/ Guiding Concept	Focus Correction #1	Focus Correction #2	Focus Correction #3
Original Poem/ Elegy				
One-Pager on Word Choice				
Soliloquy Commentary				
Two-Page Conflict Essay				
3-4 Page Synthesis Writing				
Critical Lens Analysis				
College Essay				
Resiliency/ Choice Novel Writing				

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**Writing Rubric**

\_\_\_\_\_ / 10 points

**Formatting:** heading, header (last name page number), title, spacing, Times New Roman, 12pt. font, pages, works cited page, 1” margins, no extra spacing

**Parenthetical citations** are formatted correctly for paraphrases, direct quotations and block quotations

\_\_\_\_\_ / 10 points

**Introduction:** clear, attention getting, thoroughly encapsulates topic, thesis, cohesive, thought provoking

**Conclusion:** paraphrase of thesis, leaves lasting impression, comprehensive and appropriate closing

\_\_\_\_\_ / 10 points

**Transitional phrases** created and used, not cookie-cutter transitions

**Topic sentences** pertain to thesis, provide cohesion, offer analytical argument to be proved, varied beginnings and structure

\_\_\_\_\_ / 30 points

**Body Paragraphs:** topic sentence, textual support, analytical, closing sentence, pertains to thesis statement, cohesive, relies on evidence and not summary

**Detailed analysis of the novel is included in each body paragraph**

\_\_\_\_\_ / 10 points

**Body Paragraphs:** at least 1 parenthetical citation per body paragraph, integrate quote, include quote, analyze quote properly and cohesively

\_\_\_\_\_ / 20 points (2 points each)

**Mechanics**

\_\_\_ Proper verb tense, avoid passive voice

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- \_\_\_ Literary present tense
- \_\_\_ Paper does not contain run-on sentences or fragments
- \_\_\_ Commas are used correctly
- \_\_\_ Subject/ verb agreement
- \_\_\_ Very few spelling errors, including general typing errors
- \_\_\_ Vary sentence beginnings/ vary sentence structure
- \_\_\_ Avoid awkward phrasing/ Appropriate word choice
- \_\_\_ Essay is not informal, colloquial or conversational
- \_\_\_ Paper does not contain contractions, abbreviations, and /or slang

\_\_\_ / 5 points

<b>Thesis Sentence</b>	<b>(2-3) Limited</b>	<b>(3.5-3.75) Developing</b>	<b>(4) Effective</b>	<b>(4.5-5) Exemplary</b>
As <b>written</b> in the introductory paragraph.	Unclear or ambiguous argument	Obvious statement/ argument missing	Strong attempt at a clearly articulated analytical argument	Specific clearly articulated analytical argument

\_\_\_ / 5 points

Thesis statement is **proved** by using evidence, appropriate and varied analysis and textual support

\_\_\_ / 100 Points X \_\_\_